

Grow Strong

A Healthy Living Program Kit



Grow Strong was made possible, in part, by a generous grant from CareFirst BlueCross BlueShield.



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Overview of Program

In a culture where girls mature in a sedentary environment of fast food restaurants and video games - a culture where bullying and emotional stress are all too common - how do we encourage girls to “grow strong?”

The Grow Strong program provides resources and activities to help instill in girls the habits that will influence their emotional and physical health for the rest of their lives. Grow Strong was made possible, in part, by a generous grant from BlueCross BlueShield (CareFirst). Kits are available for all volunteers to borrow for troop meetings or events.

This program kit and activity guide provides you with the resources to help girls **Discover, Connect** and **Take Action** to improve their own health and make their world a healthier place. Thank you for helping girls to Grow Strong!

Discover - Healthy Living Discovery Station

Girls will *discover* the elements of a healthy lifestyle and develop critical thinking skills to make healthy life choices.

Connect - Active Game Connection Station*

Girls will develop healthy relationships as they *connect* with their peers and caring adult leaders through game activities.

Take Action – Craft Take Action Station**

Girls will *take action* with their new health knowledge as they develop resources that educate and inspire others to act.

*Supplies for the Active Game Connection station must be requested separately.

**Supplies for the Craft Take Action Station are NOT included in ANY kit and must be supplied by the leader or camp director.

Materials Needed

The bullets besides the materials represent the following things:

- Item can be found in kit
- Item must be provided by leader

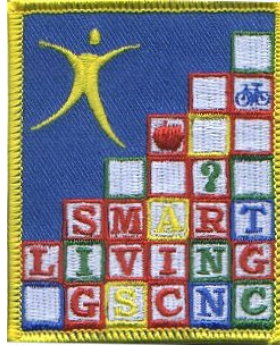
The Healthy Living Discovery Stations (p.7-16) are designed to be used with a GSCNC program kit. Most of the necessary materials to complete these activities are found in the kit. Kit for the Games Connection Station must be requested separately. Supplies for the Craft Take Action station are NOT included in any kit.

Complete a kit request form at www.gscnc.org/pdf/leader/c360.pdf. For more information, email programkits@gscnc.org or call (202) 237-1670 or (800) 523-7898, ext. 310.

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A Note to Troop Leaders



Smart Living Patch

Program Level

The activities in this guide are most appropriate for Brownies and Juniors (but could be adapted for Daisies or Cadettes). The kit can be used at troop meetings and can also be easily adapted to be used as stations at large events.

Program Kit

- A. The Healthy Living Discovery Stations (p. 7-16) are designed to be used with a GSCNC program kit. Most of the necessary materials to complete these activities are found in the kit.
- B. The kit for the Games Connection Stations (p. 18-25) must be requested separately.
- C. Supplies for the Craft Take Action Stations (p. 26-33) are NOT included in *any* kit.

Complete a kit request form at www.gscnc.org/pdf/leader/c360.pdf. For more information, email programkits@gscnc.org or call (202) 237-1670 or (800) 523-7898, ext. 310.

Patch

Girls can earn the “Smart Living” patch by completing **five** of the activities, at least **three** of which must be from the “Healthy Living Discovery Station” (station A). The “Smart Living” patch can be purchased in the GSCNC shop www.gscnc.org/shop.

Evaluations

In the back of this book you will find evaluations for girls and facilitators. Please photocopy these pages and take the time to have girls and/or adults complete them. This feedback is helpful as we work to improve the program and as we report to funders about the program’s impact. Completed evaluations may be mailed to: **Program Department, Girl Scout Council of the Nation’s Capital, 4301 Connecticut Avenue NW, Washington DC 20008.**

Outline of Activities

A. Healthy Living Discovery Station

Five 45-Minute Activities

Activity One – Nutrition 101

Food Pyramid, Portion Props, Nutrition Labels, Sugar/Fat Demonstration, Healthy Eating Relay Race

Activity Two – Anatomy of an Advertisement

Advertisement Analysis, Healthy Food Advertisement

Activity Three – Bone Bonanza

Bone Songs, Skeleton Puzzle, Bone Bingo

Activity Four – Healthy Habits

Health Habits, “Healthy Steps” Game and “Dear Body” Letter

Activity Five – Stress Less

Anger Outlets, Parachute Stress Relief, Stress Drawings

B. Active Game Connection Station

Games supply kit must be requested separately.

Five 45-Minute Activities

Activity One – Heart Rate: Elevate!

Heart Attack Tag, Deep Woods Off Tag, Ballet Tag

Activity Two – Small Steps

One-and-Twenty, Group Juggling, Nature Walk

Activity Three – Bone Bonanza

Active Bone Bank Game, Jump Rope, Popcorn Tag

Activity Four – Healthy Relationships – Teamwork

Pass the Hoop, Human Knot, Lost Shoes

Activity Five – Stress Busters

Octopus, Lap Sit, Toilet Tag

C. Craft Take Action Station

Five 45-Minute Activities

*These are suggested craft activities that correlate with the Grow Strong station lessons for each Activity. Supplies for these activities are **not** provided in the kit.)*

Activity One – Uniquely Me

“Uniquely Me” Poster. (Request from GSCNC Program Department).

Activity Two – Portion Distortion

Portion-Controlled Plate, Food Pyramid Poster

Activity Three – Bone Bonanza

Spaghetti Skeleton, Make Your Own Bone

Activity Four – Germ Games

Germ Grow, Germ Jello and Germ Gorp Games, Hand-Washing

Activity Five – Stress Less

Friendship Boxes, Stress Balls or Stress Journals

Kit Contents

A. Healthy Living Discovery Station

Activity One – Nutrition 101

- Food Pyramid Poster
- CareFirst Serving Size Poster
- Portion Props: Baseball, Bar of Soap, CD Jewel Case, Computer Mouse, Hockey Puck, Eight Dice
- Nutrition Labels with Pictures
- Crisco
- Sand
- Calculator
- Measuring Spoons
- Clear Cups
- Two Shopping Bags
- Plastic Food

Activity Two – Anatomy of an Advertisement

- Food Packages

Activity Three – Bone Bonanza

- Skeleton Poster
- Skeleton Puzzle
- Laminated Bone Song Words
- Bone Bingo Cards
- Beads

Activity Four – Healthy Habits

- Brownie Code Poster (activity #4, page 34 of Brownie Try-It book)

Day Five – Stress Less

- Pillows
- Play Dough
- Pool Noodles
- Parachute

B. Game Connection Station

(Kit must be requested separately)

- One Hula Hoop
- 20 Jump Ropes
- Balls to Throw for Teamwork Game

C. Craft Take Action Station

GSCNC ONLY provides instructions, not supplies. Supplies must be provided by troop leader or camp director.

Healthy Living Discovery Station

Five 45-Minute Activities

Activity One – Nutrition 101

Activity Two – Anatomy of an Advertisement

Activity Three – Bone Bonanza

Activity Four – Healthy Habits

Activity Five – Stress Less

Girls will *discover* the elements of a healthy lifestyle and develop critical thinking skills to make healthy life choices.

Nutrition 101

Healthy Living Discovery Activity 1

Objective: Girls will learn about food groups and the Food Pyramid and identify portion props to help gauge portion sizes. Girls will practice reading nutrition labels, view a sugar/fat demonstration and do a Healthy Eating Relay Race.

Materials Needed

- Food Pyramid Poster
- CareFirst Serving Size Poster
- Portion Props: Baseball, Bar of Soap, CD Jewel Case, Computer Mouse, Hockey Puck, Eight Dice
- Nutrition Labels with Pictures
- Crisco
- Sand
- Calculator
- Measuring Spoons
- Clear Cups
- Two Shopping Bags
- Plastic Food

Opening Discussion (5 minutes)

Have girls “Check Their Food IQ” as a group by asking girls to stand or raise hand if they think the answer is true. (Designate someone to record number of girls who answer correctly.)

1. Ask girls: Why do we eat food?
 - a. *It gives us energy or food tastes good.*
2. Ask girls: Does it matter what foods we eat?
 - a. *YES! Food gives our body the energy it needs to work.*
 - b. *Our body needs nutrients - vitamins, minerals, carbohydrates and proteins that are in foods - so our bones can grow and our muscles (including our brain) can work.*
 - c. *Different foods contain different ingredients, so it is important to eat a variety of food.*
 - d. *Some foods have more of the ingredients that our body needs and some have ingredients that our body does NOT need.*
 - e. *Eating more of the right foods helps us grow stronger and even think smarter!*

Food Pyramid (10 minutes)

(Hang up the Food Pyramid Poster)

1. Ask girls: What do you notice about the food pyramid?
 - a. *The Food Pyramid shows you how to eat a balanced diet. It also shows that exercise is as important as eating the right foods. The person climbing the stairs reminds you to do something active every day.*
 - b. *Food is the “fuel” you put into your body and exercise is the “work” you do that uses the fuel. As long as the amount and type of food you eat matches the amount of exercise or work you do your diet is in balance.*
2. Ask girls: how many different colors or groups do you see in the pyramid?
 - a. *There are five primary food groups: Grains (orange), Vegetables (green), Fruits (red), Milk/Dairy (blue) and Meat & Beans (purple).*
 - b. *The yellow section is for oils. This is not really a food group but your body needs just a little of this to stay healthy.*
 - c. *You should try to eat every color food group every day!*
3. Ask girls: Did you notice that some of the color stripes are wider than others?
 - a. *The different sizes remind you to choose more foods from the food groups with the widest stripes.*
4. Ask girls: Why are the colored stripes wider at the bottom of the pyramid?
 - a. *Every food group contains some foods that you should eat more often than others; these foods are at the bottom of the pyramid.*
5. Ask girls: Where is the food group for candy bars and soda?
 - a. *There is no food group for these foods. These foods are considered “empty calories” because they provide calories but do not give your body the nutrients it needs to grow.*
6. Ask girls: What are examples of foods that would be in each food group?

Portion Distortion (5 Minutes)

(Hang up CareFirst Portion Poster)

1. Ask girls: What is a “serving size?”
2. Ask girls: How do we know how much food is in a “serving size?”
 - a. *Nutrition labels will tell you how much is in a serving size for that food.*
 - b. *This poster provides a guide that helps us measure approximately how much food makes up a serving by comparing serving sizes to objects you see every day.*
3. Ask girls: What happens if you always eat a lot more than the serving size?
 - a. *Your body gains more calories than it burns and this may lead to weight gain and other health problems.*
4. Distribute Portion Props among girls: baseball, bar of soap, cd case, computer mouse, hockey puck, eight dice.
5. Have each girl hold up her prop and explain which kind of food’s serving size is represented by the prop.
6. Have girls pass around props and try to remember which props correspond with the serving size for which kind of food.
7. Ask girls: What would be some tips ways to eat appropriate portion sizes?
 - a. *When you go to restaurants, share your meal or ask the waiter to put half of it in a doggie bag before serving you.*
 - b. *When eating at home, use smaller plates, which make it look like you have more to eat.*
 - c. *Read food labels to see how large a single serving should be. Then use a measuring device like a food scale or a measuring cup to make sure you are eating only one serving.*
 - d. *If you can’t resist candy and chips, buy the smallest size available.*
8. Your body is the best guide for proper portion control. Listen to your body when you are eating. If your body feels hungry, feed it! But when your body feels full, stop feeding it.

Brownies – Healthy Eating Relay Race

20 minutes

1. Place plastic food props at one end of space.
2. Divide group into teams of 4-6 girls. Give each team a grocery bag.
3. Tell the girls which kind of food they are trying to get:

Possible Commands:

- Foods from the grain food group
 - Foods from the fruit food group
 - Foods from the vegetable food group
 - Foods from the meat and bean food group
 - Foods from the milk and dairy food group
 - Foods that are a good source of calcium
 - Foods that are a good source of protein
 - Foods that should only be eaten once in a while or in small amounts
 - Foods that make up a well-balanced meal
4. When ready, first girl in each team runs to get a food item to put in the bag. She runs back and hands the bag to the next girl who runs to get the next item, and so on. Girls should look to see what is already in the bag to help decide on what is still needed.
 5. Repeat steps as girls seek new items.

Juniors – Nutrition Label Demonstration

20 minutes

1. Distribute laminated nutrition labels to girls.
2. Lead girls through dissecting and discussing the different parts of the label (see label for guide).
3. Lay out pictures of different snacks and have each girl choose the food like to eat for snack.
4. Have each girl turn sheet over to see nutrition information.
5. Have girls read through the label and talk with a partner about their snacks' nutritional content.
6. Gather girls together, either in one large group or multiple smaller groups.
7. Have each girl convert the grams of sugar and fat in her snack to teaspoons and tablespoons:
 - My snack has ____ grams of sugar.
____ grams ÷ 4.2 = ____ teaspoons
 - My snack has ____ grams of fat.
____ grams ÷ 12.8 = ____ tablespoons
8. Have girls come forward and explain each snack and its nutritional content.
9. Using sand to symbolize sugar and Crisco to symbolize fat, have each girl measure the amount of sugar and fat in one serving of her snack. Have her measure one tablespoon for every gram of fat into one clear cup and one tablespoon for every gram of sugar into the other clear cup.
10. Remind girls that, while it is okay to eat all foods in moderation, it is important to remember how much unhealthy sugar and fat enters our bodies when we snack on unhealthy foods!

*Please return all items, including the sand and Crisco, in clean condition.

Anatomy of an Advertisement

Healthy Living Discovery Activity 2

Objective: Girls will understand and demonstrate the power that marketing plays in food choices. Girls will create their own food advertisement for a healthy food.

Materials Needed

- ▣ Food Packages
- Paper
- Markers or Crayons or Scissors and Glue

Opening Discussion (10 minutes):

1. Ask girls: What are some of the things we should consider when choosing healthy foods?
 - a. *Possible answers include a balanced diet, number of calories, amount of fat, calcium, vitamins.*
2. What are some examples of healthy food and why would they be considered healthy? How many of you eat some of these healthy foods?
3. What are some examples of unhealthy foods and why? How many of you eat some of these unhealthy foods?
4. It is ok to have a little “junk” food now and then – just remember that should not be the food you eat all of the time.
5. What are some of the factors that determine what you eat?
 - a. *Possible answers include taste, likes and dislikes, allergies, religious, cultural or regional traditions, availability, ease of preparation, foods your family serves, and cost.*
6. Some of these things you cannot control but others you can. Fresh fruits and vegetables may not be available all of the time and can be expensive, but you can learn to try healthy foods that you have not eaten before and you may learn to like some of them. Our tastes change, so do not be afraid to try a food you did not think you liked before.
7. Perhaps your family often eats at “fast food” places like McDonalds. Do you ask to go there because you want to get the toy in the kid’s meal? Do you think most food there is healthy or unhealthy? What are some of the healthy foods you can get at a fast food restaurant? When you order food, does the cashier ask if you want to order a larger size or add other things to your order? **This is called “marketing” and is a way to encourage you to buy something.**
8. What are some ways that advertisements and even food packages try to get us to buy their product?
 - a. *Possible answers include using bright colors, using cartoons or famous people, pictures that make us feel good, and words that will attract our attention.*
9. Advertisers are not suppose to say anything that is not true about a product, but they might use words such as lite – L-I-T-E – that make you think the food is healthy but does not really mean anything.

Healthy Advertisement (35 Minutes)

Brownie

- Girls work with in small groups to select a food package and talk to each other about everything on the package that is designed to make them buy that item. Share with the rest of the group what they talked about.
- Ask girls to think about TV ads for foods or fast food restaurants (especially ones aimed at children) that they have seen recently. Make a list of gimmicks that are used to attract people to that product.
- Girls create their own advertisement poster or package for a healthy food such as a fruit, vegetable, or similar food.
- Girls present their ad to the group.

Junior

- Girls work with in small groups to select a food package and talk to each other about everything on the package that is designed to make them buy that item. Juniors can make a list and see which team comes up with the most items. Share with the rest of the group what they talked about.
- Ask girls to think about TV ads for foods or fast food restaurants (especially ones aimed at children) that they have seen recently. Make a list of gimmicks that are used to attract people to that product.
- Girls work with a buddy or small group to create a short TV advertisement for a healthy food such as a fruit, vegetable, etc. Use plastic food props if available. Girls perform their skit for the group.

Bone Bonanza

Healthy Living Discovery Activity 3

Objective: Girls will learn about the different bones in their bodies and share this knowledge by singing bone songs and assembling a bone puzzle. Girls will practice this knowledge by playing bone bingo.

Materials Needed

- ☐ Skeleton Poster
- ☐ Skeleton Puzzle
- ☐ Laminated Bone Song Words
- ☐ Bone Bingo Cards
- ☐ Beads
- Bingo Prizes

Opening Discussion (10 minutes):

1. Who can explain why your bones are so important?
 - a. *Bones make up our frame or skeleton, give our body shape, protect our organs, help us stand and move.*
2. Can you guess how many bones you have?
 - a. *Babies have about 300 bones, but as you get older, some small bones join to make larger ones. By the time you are 20 you will have 206 bones.*
3. Stand up and show me what you think you would look like if you did not have bones. Does anyone know what bones are made of?
 - a. *Mostly a mineral called calcium. Your bones and your muscles work together to help you move.*
4. Bones can be pretty strong, but they can break. Has anyone ever broken a bone? Most broken bones in children happen because of a fall or other injury. Fortunately, healthy broken bones grow back.
5. There is a disease, however, that can make bones weak and cause them to break easily. Not everyone gets the disease, but it most often affects people when they get older. Does anyone know the name of this disease?
 - a. *Osteoporosis.*
6. Most of you probably have not thought much about what your life will be like 40 years from now. However, since this disease most often affects women. What you do right now and for the next few years will be very important in protecting you from this disease. By the time you are 20 years old, you will have developed about 98% of your skeletal mass or your bone density and strength. That is why building strong bones now is the best way you can protect yourself from developing osteoporosis later.
7. There are three things you can do right now to protect your bones. Can anyone guess what they are?
 - a. *Eat a balanced diet rich in calcium and vitamin D (discussed in Smart Eating center.)*
 - b. *Learn and do weight-bearing physical exercise on a regular basis*
 - c. *Lead an overall healthy lifestyle which includes not smoking and limited alcohol throughout your lifetime.*

Bone Puzzle and Song (20 minutes)

1. Ask: Can anybody name a bone in your body?
2. Have girls work together to assemble the bone puzzle, naming bones on the skeleton as they go.
3. When puzzle is complete, ask girls if they can now point to and identify some bones in their own body.
4. Sing “Bone Macarena” or “Dem Bones” with movement to practice identifying these bones.

Song

Dem Bones

Have the girls point to the bone when it is mentioned.

The foot bone's connected to the ankle bone,
The ankle bone's connected to the leg bone,
The leg bone's connected to the knee bone,
The knee bone's connected to the thigh bone,
The thigh bone's connected to the hip bone,
The hip bone's connected to the back bone,
The back bone's connected to the neck bone,
The neck bone's connected to the head bone,
Oh, we know all dem bones!

Dem bones, dem bones, dem dry bones
Dem bones, dem bones, dem dry bones
Dem bones, dem bones, dem dry bones
Oh, we know all dem bones!

The head bone's connected to the neck bone,
The neck bone's connected to the back bone,
The back bone's connected to the hip bone,
The hip bone's connected to the thigh bone,
The thigh bone's connected to the knee bone,
The knee bone's connected to the leg bone,
The leg bone's connected to the ankle bone,
The ankle bone's connected to the foot bone,
Oh, we know all dem bones!

Dem bones, dem bones, dem dry bones
Dem bones, dem bones, dem dry bones
Dem bones, dem bones, dem dry bones
Oh, we know all dem bones!

Bone Macarena

1. Utilizing a poster or puzzle of the human skeleton, identify the following 13 bones.

- Tarsal, tibia, fibula, patella,
- Femur, pelvis, ribs, sternum,
- Carpal, ulna, radius, humerus,
- Cranium

2. Practice touching the bones (on your body, while saying the bone name aloud) in the following manner:

“Tarsal” – touch the left tarsal (ankle) with the right hand

“Tibia” – touch the right tibia (shin) with the left hand

“Fibula” – touch the left fibula (calf) with the right hand

“Patella” – touch the patellas (kneecaps) with both hands

“Femur” – touch the femurs (thighs) with both hands

“Pelvis” – touch the pelvis (hips) with both hands

“Ribs” – touch the ribs (side of chest) with both hands

“and Sternum” – touch the sternum (breast plate) with both hands

“Carpal” – touch the left carpal (wrist) with the right hand

“Ulna” – touch the outer side of the right forearm with the left hand

“Radius” – touch the inner left forearm with the right hand

“Humerus” – cross arms across chest, touching both upper arms

“Oh! My Cranium!” – place both hands on side of head – do a head roll.

Bone Bingo (15 minutes)

1. Give each girl a Bones Bingo card and some Bone Beads.
2. As you draw and read a card, girls cover one square on their card that matches. For instance, if you draw a card that says “a food high in calcium” they could cover any one of the following squares on their card: milk, cheese, yogurt, etc. If you draw a card that says “a weight bearing exercise” they could cover playing basketball, jumping rope, etc.
3. With Brownies, you may need to give examples if they are having trouble deciding which squares to cover. When a girl five in a row vertically, horizontally or diagonally, she yells “Bones”. Have prizes (stickers, etc. for girls)
4. Play several times until girls are tired of the game.

Healthy Habits

Healthy Living Discovery Activity 4

Objective: Girls will understand and be able to list good and bad habits that affect health.

Materials Needed

- Paper and Pen or Pencil for each girl
- ☐ Brownie Code Poster (activity #4, page 34 of Brownie Try-It book)
- Note cards (or paper that can be cut into pieces)

1. Brainstorm good and bad habits that affect our health. With Brownies, ask a unit leader or teen helper to write each habit on a card as girls are talking about them. With Juniors, make a list on chart paper and then assign each girl to write one on a card.

a. The list of good health habits might include: eating healthy food, getting regular exercise, getting enough sleep, washing our hands regularly, taking care of our teeth, getting regular check ups with the doctor and dentist, using sunscreen, and learning healthy ways to relieve stress when we are angry.

b. Unhealthy habits might include: smoking, using drugs, eating lots of junk food, staying up late at night, not washing your hands regularly, getting sunburn, being mean when you are angry, etc.

2. Once the cards are made, place them in a bag and have girls line up at a starting line. Draw a card and read the habit. Ask if it is a healthy or unhealthy habit.

- If it is a healthy habit, girls who do that take one step forward. If they do not do it regularly, take one step backward.
- If it is an unhealthy habit and girls do it, take one step backward. If they do not do it take one step forward.
- You may need to prompt Brownies. For instance, read “smoking”. They should say it is an unhealthy habit. Say, “If you smoke, take one step back. If you do not smoke, take one step forward.”

3. After reading all of the cards (or when girls seem done playing), ask girls to see how far they have come. Are they being good to their body by making healthy choices?

Brownies- Stealth Health Letter

Put up the poster with the Brownie Code and Secret message and ask girls to help you figure out the message to share with someone who smokes.

Now pretend you are your body. What message would you write to yourself based on your the healthy or unhealthy habits? For instance, if you are following only good habits all of the time, you might write, “Good job!” However, if your body would be happier and healthier if you changed an unhealthy habit, you might write, “get more sleep” or “eat healthier foods.”

Use the secret code to write a message to yourself. Post the message in your room or someplace where you will see it often to remind you what a good job you are doing or remind you to stop doing an unhealthy habit. (Remember, you will know what it says because you know the code.)

Juniors- Dear Body Letter

What would your body say about your habits if it could talk to you? Would it be proud of you because you have only or mostly healthy habits, or would your body wish you would change an unhealthy habit?

Write a letter to yourself as if your body were talking. Your body might say something like, “I am proud of the way you are taking care of me to keep me healthy.” Or it might say something like; “I wish you would get more sleep or eat less junk food so I would have more energy to do the things we like.”

Write your letter and then put it someplace at home where you will be reminded to do only healthy habits to take care of your body.

Stress Less

Healthy Living Discovery Activity 5

Objective: Girls will identify ways to manage their emotions in healthy ways. Girls will practice stress relief techniques.

Materials Needed

- Pillows
- Play Dough
- Pool Noodles
- Paper and crayons
- Parachute

Opening Discussion (5 minutes)

1. Ask girls: “What are some things that make you sad or mad or stressed out?”
2. Feelings are okay, but if we let negative feelings stay bottled up inside us, they can make us sick. But we do not want our negative feelings to come out in bad ways. It is important to learn ways to handle negative feelings. What do you want to do when you have negative feelings?
 - a. *Run away, punch something, scream or cry*
3. Ask girls: What are some things you could do to relieve negative energy in a positive way?
 - a. *Draw, write, punch a pillow, talk to a friend or trusted adult, go for a walk, breath deeply, etc.*

Stress – Relieving Stations (10 minutes)

Set up three or four of the stations described below. Divide the girls into three or four groups. Have one group start at each station. Tell them when they get to the station to pretend they are very angry, frustrated or upset and they are about to explode like a balloon that has too much air. Try the activity at the station to see if it helps them get the negative energy out of their body. Give them 2-3 minutes at each station.

Station 1 – Pillows: Pillows do not mind being punched, squeezed, yelled at or thrown on the ground.

Station 2 – Play-Dough: Play-dough loves to be squeezed, squashed and flattened into different shapes!

Station 3 – Noodles: Noodles are great for swinging at the floor – just do not swing them at something breakable!

Station 4 – Dance: Singing and dancing can use up a lot of negative energy.

Station 5 – Coloring: Drawing or coloring can help to relieve negative energy inside of us.

Parachute Stress Relief (30 minutes)

1. Have girls circle around parachute and each hold onto the edge.
2. Say, "Sometimes, when you're worried about school or you have a fight with a friend or your family members aren't getting along you might feel angry, upset or stressed."
3. Ask Girls: What does a stressed parachute look like?
 - a. *Girls wiggle and wave parachute in a frantic motion.*
4. Ask Girls: What does a parachute look like after it takes a deep, calming breath?
 - a. *Girls breathe in and lift parachute up; breathe out and bring parachute down.*
5. Ask Girls: What does a parachute look like when it has calmed down and is having fun?
 - a. *Play some parachute games.*

Cat and Mouse

Everyone holds the chute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group try to hide the mouse by moving the chute up and down.

All Change

Leader calls out birthday months, numbers, colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard.

Washing Machine

On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute. The children should now be inside the chute. Start rocking from left - forward-right.

Mushroom

On the count of three girls raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute.

(See Washing Machine game below for an activity idea inside the mushroom.)

Sharks

Everyone sits on the ground with their legs stretched out under the chute and the chute held at chest height. One or two children crawl around under the chute and are 'sharks'. They quietly grab the legs of anyone around the perimeter (with many blood-curdling screams) pull them under the canopy. The shark now swaps places.

Games Connection Station

Five 45-Minute Activities

Activity One – Heart Rate: Elevate!

Activity Two – Small Steps

Activity Three – Bone Bonanza

Activity Four – Healthy Relationships – Teamwork

Activity Five – Stress Busters

Girls will develop healthy relationships as they *connect* with their peers and caring adult leaders through game activities.

Heart Rate: Elevate!

Game Connection Activity 1

Main Message: “Being active and elevating your heart rate (making your heart work and beat faster) burns excess calories we consume from foods. Also, the heart is as muscle and needs to be strong. Active lifestyles make for healthier hearts. Let’s spend some time elevating our hearts by playing active games!”

Heart Attack Tag

Materials Needed: 2 Pool Noodles

1. Begin by discussing the three contributors to heart disease (smoking, lack of exercise, and an unhealthy diet). Assign names to 3 people who are “It.” The names are “Smokin’ Suzy,” “Lazy Lucy,” and “Junkfood Jasmine.”
2. When tagged, players stand with arms out, feet straddled and call “Heart Attack!”
3. Two “Active Angels” holding green pool noodles tap the victim on the shoulder and say “Get Active.”
4. After 10 jumping jacks, the player can return to the game.

Deep Woods Off Tag

1. This game can be played regularly or in teams. Players must buzz around as mosquitoes.
2. Assign one player to be “It.”
3. When tagged they must kneel or sit on the floor until two other players come join hands and circle around the player, saying “Deep Woods Off.” This frees the player to rejoin the fun.
4. If all players are stung the “It” player or team wins.

Ballet Tag

1. Ask players to first demonstrate what ballet dancing looks like. Make sure everyone “practices” the slow graceful movements.
2. Assign one player to be “It.”
3. Players move gracefully around the selected space. If they are tagged they must freeze until another player dances over to touch them “free.”
4. If all are frozen the “It” player wins.

Small Steps

Game Connection Activity 2

Main Message: “We should try to take many small steps every day to achieve healthy, active lifestyles. You do not need to run a marathon or exercise at a gym to be in good health. Even small walking steps help to improve your health!”

Group Juggling

Materials Needed: Objects to Toss

- Players stand in large circle – (at least eight ft apart)
- Instruct players to remember who they throw the object to and who throws to them.
- First round: leader tosses soft object to someone across the circle, then sits down in place.
- Person catching object tosses it to someone standing and then sits down in place. Players continue tossing to anyone standing. Last person throws back to leader.
- All players stand up and begin tossing object ***following the same pattern established in first round*** BUT PLAYERS DO NOT SIT DOWN.
- Once players are comfortable with the pattern, leader begins additional objects.

Nature Walk

Have girls experience the simple, rewarding exercise of walking. If you are outside, take advantage of the opportunity to go on a nature walk and have girls search for different natural objects on your walk. If you are inside, you may want to walk around and play follow-the-leader.

One-and-Twenty

The players stand in pairs facing inward in a circle. Make sure there is room between each set of players. One person is selected to be “it” and stands in the middle of the circle. The group sings “One and Twenty” song and as they sing, “It” must find a home. The “It” can only run inside the circle and stand next to one of the pairs. The player in the middle of the set of three is safe, but the player on the end must find a new home. As the song ends, whoever is left without a partner is the new “It.”

Words to “One and Twenty”

One and twenty,
Two and twenty,
Three and four and five and six and twenty
Twenty-seven, twenty-eight, twenty-nine and thirty.

One and thirty,
Two and thirty,
Three and four and five and six and thirty
Thirty-seven, thirty-eight, thirty-nine and forty.

One and forty,
Two and forty,
Three and four and five and six and forty
Forty -seven, forty -eight, forty -nine and fifty.

One and fifty,
Two and fifty,
Three and four and five and six and fifty
Fifty -seven, fifty -eight, fifty -nine and sixty.

One and sixty,
Two and sixty,
Three and four and five and six and sixty
Sixty -seven, sixty -eight, sixty -nine and seventy.

One and seventy,
Two and seventy,
Three and four and five and six and seventy
Seventy -seven, seventy -eight, seventy -nine and eighty.

One and eighty,
Two and eighty,
Three and four and five and six and eighty
Eighty -seven, eighty -eight, eighty -nine and ninety.

One and ninety,
Two and ninety,
Three and four and five and six and ninety
Ninety -seven, ninety -eight, ninety -nine one-hundred.

Bone Bonanza

Game Connection Activity 3

Main Message: “Weight-bearing activity helps to strengthen your bones. Weight-bearing activities are those done while you are on your feet or working against gravity. Who can think of some weight-bearing activities? (*Running, walking, playing basketball or soccer, jumping rope, even lifting weights when you are seated.*) Stand up and run in place for a minute. When you do weight-bearing activities, the impact when your foot hits the ground causes your bones to vibrate and these vibrations help make your bones stronger. Remember that from now until you are about 20 years old is the time when your bones are growing and getting strong.”

Jump Rope

Materials Needed: Jump rope for each girl

Let girls have fun jumping rope! See how long they can jump, practice jumping on one foot, sing a song while jumping, etc.

Popcorn Tag

All players hop around on both feet. When the person who is “It” tags a player, the two join hands. The two hopping “It’s” go after another player, who when tagged joins them. When other players are tagged they also join the hopping chain. The last player left alone becomes the next “It.”

Bone Bank

Materials Needed: “Bone Pennies” (buttons or other counters – can be edible like Cheerios, raisins, nuts or grapes), paper cups, water, Bone Bank Chart, optional: prizes

This game is called “Bone Bank” because every time we do something to make our bones stronger, it is like putting money in the bank. When you put money in the bank you save it until you need it later. When we make our bones stronger now, we are building them up to be strong later in our lives.

Each girl needs a buddy. One buddy will be the “Bone Buddy” and one will be the “Muscle Buddy.” Each girl gets a paper cup to be her Bone Bank. Give them another cup to share that has about 30 “Bone Pennies” in it. Post the chart that shows how much each exercise is worth. Explain that girls are going to do a series of activities. You will call out the exercise and tell them when to start and stop (Use whistle or music). One buddy will do the exercise and the other buddy will count to see how many “Bone Pennies” are earned. Each girl will get 30 seconds to do each exercise. After both buddies have done the exercise, move on to the next one. Begin with the “Bone Buddy” doing the exercise and the “Muscle Buddy” counting. You can give a prize to the girl with the most in her “Bone Bank.” Be sure to encourage girls to take water breaks, especially if it is hot.

Bone Bank Chart

Jumping Jacks - For every 10 jumping jacks, earn one Bone Penny

Shuffle – Move back and forth along a line three steps to make one set. Earn one Bone Penny for each set.

Jump rope – Earn one Bone Penny for every 10 jumps without missing

Push-ups – Earn one bone Penny for each push-up

Run around a designated area. Earn one bone Penny for each time around

Skip around a designated area. Earn one bone Penny for each time around

Hop on one foot three times and then switch to the other foot and hop three times. Earn one Bone Penny for each set of right and left hopping.

Healthy Relationships: Teamwork

Game Connection Activity 4

Main Message: “Healthy relationships are a very important part of our overall health. It is important that we have respectful, caring relationships with friends, family, and other people in our community. We can improve our relationships by learning to resolve conflicts and work together as a team!”

Pass the Hoop

Materials Needed: Hula Hoop

1. Players stand in large circle holding hands.
2. One or more hula hoops are introduced to the game by slipping them onto the arm of a player.
3. Players must pass the hula hoops around the circle (If two are used they can go in opposite directions.)
4. Players cannot let go of hands and may not use their hands to move the hula hoops.

Human Knot

1. Players stand in a group; reach out one hand and take hold of the hand of another player
2. Players stick their other hand out and take hold of the hand of **another** player. (Players must make sure they are not holding both hands of the same person.)
3. Unscramble without letting go.

Lost Shoes

1. Everyone removes their shoes and places them in a pile in the middle of the circle.
2. Each player then finds two unmatched shoes (must be a right and left shoe) and puts them on as well as she can.
3. Players then try to re-form a circle so all shoes are back standing next to their mate (though they will be in the wrong order – i.e. left shoe will be to the right and right shoe to the left.)

Stress Busters

Game Connection Activity 5

Main Message: "Exercise not only helps to burn calories and exercise your heart; it also relieves stress! When you are playing a game with your friends or sweating in a sports game you can forget the worries that might have been troubling you."

Octopus

1. Set up a rectangular "ocean" and mark the boundaries.
2. The Fish line up at one end; the Queen Octopus stands in the middle and cries out, "I am the Octopus, queen of all motion. Let's see if you can cross my ocean."
3. The Fish try to run or sneak across the ocean as the Octopus tries to tag them. If tagged, they become Seaweed. Keeping one foot planted, Seaweed try to reach out and tag the Fish running by, turning those players into Seaweed as well.
4. Once the Fish reach the other side, the Octopus and Seaweed say the chant and the crossing contest starts again. The game continues until all the Fish become Seaweed. The last Fish tagged becomes the new Octopus.

Toilet Tag

1. All players move around the designated area. This game can be played regularly or in teams.
2. When the person(s) who is "it" tags a player, that player must kneel down on one knee and raise a hand. Another "free" player may come up and flush the hand down to free the kneeling player.
3. If everyone gets tagged and becomes "toilets" the player or team of "its" wins.

Lap Sit

1. Players form circle and move close together so shoulders are touching.
2. Have players raise right hand and turn sideways so right hand is inside circle.
3. Players place both hands on the shoulders (or waist) or person in front of them.
4. On the count of three, everyone slowly sits down on the knees of the person behind them.
5. Try to hold the position for at least several seconds.

Craft Take Action Station

Five 45-Minute Activities

Activity One – Uniquely Me

Activity Two – Portion Distortion

Activity Three – Bone Bonanza

Activity Four – Germ Games

Activity Five – Stress Less

Girls will *take action* with their new health knowledge as they develop resources that educate and inspire others to act.

Uniquely Me

Craft Take Action Activity 1

Objective: Girls will complete a “Uniquely Me” poster to discover healthy habits and express what makes them special. Girls will share this poster and its self-esteem-building messages with their friends and families.

Materials Needed

- Posters (must be requested from GSCNC Program Department)
- Pencils

1. Request Uniquely Me posters from GSCNC Program Department (programkits@gscnc.org or 202-237-1670 ext. 310).
2. Have girls read and complete the activities on their Uniquely Me poster (“All About Me,” “Getting to Know You” Quiz, “Let me Hear Your Body Talk,” “Tune into You.”)
3. Send poster home with girls so they may complete additional activities at home.

Take Action

Instruct girls to share their poster with their friends and families and at home. They can share the things on the poster that demonstrate good health and self-esteem. Suggest that they hang the poster in their house or in their locker at school!

Portion Distortion

Craft Take Action Activity 2

Objective: Girls will use props to design a Portion-Controlled Plate and will make their own food pyramid. Girls will bring these guides home to help themselves and their families make nutritious food choices.

Materials Needed

- Portion Props from Healthy Living Discovery Activity #1
- Paper Plates
- Markers or Crayons
- Old Magazines
- Scissors
- Glue
- Copies of Blank Food Pyramid Worksheet from mypyramid.gov website:
http://teamnutrition.usda.gov/resources/mpk_coloring.pdf
- Optional: My Pyramid Worksheet for girls to do at home

Portion-Controlled Plate

1. Review portion tips from Healthy Living Discovery Activity #1.
2. Distribute paper plates and markers or crayons to girls.
3. Using Portion Props as visual aides or tracing guides, have girls create a Portion-Controlled Plate for a well-rounded meal.
4. Tell girls to take this home to use as a guide for portion sizes at their meals!

Food Pyramid

1. Photocopy Food Pyramid Worksheet for each girl from:
http://teamnutrition.usda.gov/resources/mpk_coloring.pdf.
2. Have girls cut out magazine pictures or draw her own foods of healthy options for each food group.
3. Have girls discuss in small groups what their favorite foods in each food group are and how they could eat more healthy options from each group.

Take Action!

1. Ask girls to share their pyramid or plate and explain it to the group.
2. Instruct girls to bring their pyramids and plates home and hang them on their refrigerators to share with their families.
3. You may print out “My Pyramid Worksheets”
http://teamnutrition.usda.gov/resources/mpk_worksheet.pdf for girls to complete at home.

Bone Bonanza

Craft Take Action Activity 3

Objective: Girls will create a visual bone health aid by constructing a spaghetti skeleton and “making their own bone.” Girls will share with others why it is important to keep bones healthy.

Materials Needed

- Puffed Rice Cereal
- Straws
- Dough
- Food Coloring
- Water
- Paint Brushes
- Pipe cleaners
- Embroidery Floss
- Pastas: Wagon-Wheel Pasta (vertebrae), Rigatoni (larger long bones – femur, humerus), Tubatini or Penne (radius, ulna, femur), Shells (ribs and pelvis), Spaghetti (phalanges, etc.)
- Cotton Balls
- Containers in Which to Sort Pasta

Make Your Own Bone

- 1) Take a straw and cut it so it is about four inches long. (This will represent the hollow center of the bone.) Wrap a thin layer of dough around it (bone marrow). Lay a couple of strands of embroidery floss across the dough. Separate the threads as you do this. These will be "woven" in with the dough and puffed rice to represent the veins and arteries that "feed" the bone.
- 2) Roll the dough in puffed rice cereal so that it covers the dough.
- 3) Apply a little more dough, then more rice krispies. Alternate the layers until the bone is about three cm thick from the center. Be sure to "weave" the veins and arteries through the layers. (This represents the spongy bone layer.)
- 4) Apply a smooth layer of dough to the outside of the bone. (This represents the periosteum.) A couple strands of floss may be exposed.
- 5) Carefully cut the "bone" to create a cross-section view. Resculpt any parts that may have been disturbed during the cutting.
- 6) Have girls paint (made from food coloring and a little water) and paint the layers of the bone.
- 7) Discuss how junk food can clog the arteries that feed the bones.

Spaghetti Skeleton

1. Begin with the spinal column. Use wagon wheel pasta (vertebrae), cotton balls (cartilage) and pipe cleaners (spinal cord) to construct the backbone. Thread the pipe cleaner through the pasta to hold it together. Tearing the cotton, you can “wrap” a piece around the pipe cleaner and sandwich it between the vertebrae. Trying to poke the pipe cleaner through the entire cotton ball is too difficult. It should be packed fairly tightly together.
2. Thread a pipe cleaner through rigatoni (femur/humerus) then two pieces of tubatini/penne to create the lower portion of the leg/arm (ulna/radius, tibia/fibula). Leave a bit of the wire/pipe cleaner exposed on each end to attach it to the spine and hands. Do this a total of four times to create the two arms and two legs.
3. Attach the arm and leg bones to the back bone by tightly wrapping the exposed ends of the pipe cleaners to the vertebrae. You may need to reinforce it with a couple of extra pipe cleaners.
4. Construct the hands and feet (phalanges, tarsals, metatarsals, carpals and metacarpals) by making a loop with the exposed pipe cleaner. Mold a lump of clay securely around the loop.
5. Place small broken pieces of spaghetti into the clay. Try to simulate the structure of the hand and foot bones as best you can.
6. Construct a ribcage and sternum by wrapping pipe cleaners around the vertebrae then curving them toward the front to where the sternum would be located.
7. The skull can be constructed out of clay. You can use broken pieces of pasta to form the skull with the fused bones.

Take Action!

1. Have girls show their skeleton or bone model to a partner in the group and point out the different bones or parts of the bone. Have girls explain to their partner why it is important to keep bones healthy.
2. Instruct girls to show their skeleton or bone model to a family member or friend when they go home. Remind them to point out the different bones or parts of the bone and explain why it is important to keep bones healthy.

Germ Games

Craft Take Action Activity 4

Objective: Girls will visually demonstrate the ways in which germs spread and explain the need to protect oneself with healthy habits.

Opening (5 minutes): Germs are microscopic living creatures that can cause diseases. You cannot see germs but they are all around us, on us and even in us all of the time! Some germs live in the air and others only live on people's skin or in their bodies. We cannot avoid germs, but fortunately there are ways we can help our body fight germs so not all germs will make us sick. Can anyone guess how we can help our body fight germs? (*Some possible suggestions include eating healthy foods, getting enough sleep, taking medicines the doctor tells us to, and washing our hands regularly.*)

Materials Needed

- Jello
- Vegetable Oil
- Ziploc Bag
- Soap and Water
- Trays
- Paper Cups
- Lids
- Assorted Gorp Food
- Three Small Dishes (One with boiling water, one with ice water, one with room temp. water)
- Three Packets of Yeast (Per Group)
- Sugar

Watch Germs Grow

1. Put about $\frac{1}{4}$ cup of lukewarm water in one dish, $\frac{1}{4}$ cup boiling water in a second dish and $\frac{1}{4}$ cup ice water with an ice cube in the third. Add yeast to each dish. Read the label to see if you need to add sugar to help the yeast grow.
2. In a few minutes you should have dramatic evidence that yeast grows faster at room temperature than at hot or cold temperatures. This is because you started with billions of live yeast cells, and at the right temperature yeast produces a lot of gas (carbon dioxide) that makes it bubble and rise. It can make a lasting impression on a child to see how fast "germs" can grow.
3. Most bacteria do not produce gas to bubble and rise and most foods do not have as many bacteria on them as the amount of yeast that you started with, but it also takes fewer bacteria to make us sick.

Germ Jello

(This activity is best if running water – preferably warm- is available.)

Ask for 3-5 girls (depending on group size) who don't mind getting their hands gooey. Put a little vegetable oil on their hand and have them rub it around. Then have them stick their hand in a plastic bag with dried jello crystals. (You could use the same color for each girl or have different colors to represent different germs.) Everyone now walks around and shakes hands with as many girls as they can in 3 minutes. Give each girl a tray with about 1/2" of water. Have girls put their hands flat in their tray. If any colors show in the water they have "germs" on their hands. How many girls had germs?

Germ Gorp

(Do NOT use nuts or M&Ms if any child in the group has a nut allergy.)

Prepare the "germs cups" ahead of time by putting about 1/4 cup of nuts, raisins, M&Ms, cheerios or similar item in each cup. Try to use at least three of items, but fill fewer cups with the M&Ms (or one of the other ingredients). Put a lid on the cups with the sip spout opened. Let girls choose a cup, but tell girls they are not to open their cup. Give each girl a second paper cup. The cup without the lid represents their body. Now have girls walk around and shake 1 or 2 of the items from their "germ cup" into the "body cup" of as many girls as possible. (They should put a few of their "germs" in their own "body" cup as well.) When all of the "germ" cups are empty, girls can look at the contents of their "body" cup. Tell them that all of these ingredients represent germs. Some are harmless and others can cause serious illness. If you used M&Ms designate a color (or something else) to represent a germ that causes a serious illness. How many have that color? Have girls wash hands before eating their "germs."

Take Action!

Ask girls: Why is it important to wash your hands regularly? Think about all of the things you touch every day. Every time you touch something, you might be picking up new germs. Those germs can easily get inside your body if you lick your finger, rub your eye, pick up an apple and then eat it, and many other ways. So the best way to protect yourself from these germs is to wash your hands regularly. What are some times when it is important to wash your hands? *(Answers should include before eating, before setting the table or touching food, after going to the bathroom, after coughing or sneezing.)*

Encourage girls to remember how these germs spread and to make a healthy habit of washing hands regularly!

Stress Less

Craft Take Action Activity 5

Objective: Girls will create friendship boxes that build healthy relationships and boost each other's self-esteem. Girls will create tools to help them manage stress. Girls will share these stress-relieving tools with others.

Materials Needed

- Scissors
- Glitter Glue or Markers or Paint and Paintbrushes
- Craft Boxes
- Slips of paper
- Pencils
- Balloons
- Funnel
- Birdseed (small seeds)
- Journals or Notebooks
- Stickers or Markers to Decorate Notebooks

Friendship Boxes

1. Not only is it important to build up your own self-esteem; it also important to be a good friend and build the self-esteem of others.
2. Have girls get into groups of about 5-8 girls.
3. Give each girl a craft box and have her write her name on this and decorate it (5 mins).
4. Give each girl a pencil and a few slips of paper and have each girl write down something nice about every other girl in the group (try to focus comments on personal qualities rather than outside appearances).
5. Have everyone place their comments in the appropriate girls' boxes.
6. Let each girl read through her comments. Remind girls that, if they are ever feeling sad, they can open their box and remember all the wonderful things their friends had to say about them!

Stress Balls

1. Get a small round balloon. Do not use water balloons; they are too thin.
2. Blow up the balloon until it is about four – five inches around, but do not tie it.
3. Pinch the top of the balloon shut an inch or two from the hole.
4. Place a funnel inside the opening of the balloon while pinching it shut.
5. Fill the top of the funnel with bird seed.
6. Slowly let go of the top of the balloon so the birdseed can slide into the balloon.
7. Continue adding birdseed until your balloon is filled to about 3 inches.
8. Pull up tightly on the opening of the balloon and pinch out any extra air.
9. Tie the balloon closed as near to the birdseed as you can.
10. Girls can decorate their stress balls with stickers or permanent markers if they'd like.

Stress Journals

1. Give each girl a journal to decorate.
2. Tell girls that their journal is a positive place to express one's emotions. Whether you are angry, scared, sad, or even happy, it always helps to let your feelings out in writing.
3. "You can scribble" (*have girls practice scribbling*).
4. "You can draw pictures" (*have girls draw a picture*).
5. "You can write poems" (*have older girls practice writing poem*).
6. "You can write whatever you would like to express your emotions!" (*have girls write whatever they want. You may want to let them move and get comfortable in a quiet place*).
7. "You can take your journal home with you and share your emotions with it whenever you need to!"

Take Action

Encourage girls to think of someone in their lives or in their communities who could use a little stress relief. Encourage girls to make a friendship box or share their stress ball with this person and explain to this person why it is important to handle stress in healthy ways.

Leader Evaluation

Thank you for taking the time to share your thoughts about the Grow Strong Kit. Your evaluation will help the GSCNC Program Department to better meet the needs of girls and leaders. Please mail this form to: Program Department, Girl Scout Council of the Nation's Capital, 4301 Connecticut Avenue NW, Washington DC 20008.

How did you learn about the program ?						
Capital Notes <input type="checkbox"/> E-edition <input type="checkbox"/> Website <input type="checkbox"/> Word-of-Mouth <input type="checkbox"/> Other <input type="checkbox"/>						
Number of girls who used the program?			Program Level/s Ds Br Jr Cd			
Was this program used by <input type="checkbox"/> Individual <input type="checkbox"/> Troop <input type="checkbox"/> Service Unit event <input type="checkbox"/> Other _____			How did you receive the materials? <input type="checkbox"/> Obtained from Service Unit <input type="checkbox"/> Picked up at _____(location)			
Were materials available when requested? <input type="checkbox"/> Yes <input type="checkbox"/> No (If no, provide details below) <input type="checkbox"/> Available for acceptable alternate date Comments:						
Please rate each category		excellent	very good	good	fair	poor
Ease of request						
Clarity of Activity Instructions						
Knowledge gained about health						
Condition/completeness of kit						
Appropriateness for level/age of girls						
Program met expectations/needs						
Overall satisfaction with program						
Which Grow Strong activities did you complete						
What went well with the Grow Strong activities?						
What could be improved about the Grow Strong activities?						
Additional Comments						
OPTIONAL: Name						
Phone			Email			

Materials Needed

The bullets besides the materials represent the following things:

- ▣ Item can be found in kit
- Item must be provided by leader